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ABSTRACT

Advice for making substitute teaching a more effective and rewarding experience for everyone involved is offered in this compilation of 10 articles taken from issues of "Grade Teacher" (Oct. 1969), "Instructor" (Dec. 1959, Oct. 1970, Mar. 1972, Mar. 1977, Nov. 1979, Aug. 1983), "Learning" (Jan. 1974), and "Teacher" (Oct. 1976) magazines. Class management tips and "tricks of the trade" for substitute teachers are the focus of four articles. Six articles are directed to the regular teacher and detail ways in which the regular teacher can plan for a substitute by preparing helpful information in advance. (JH)

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[CLASSROOM IDEAS FOR ELEMENTARY SUBSTITUTE TEACHERS.
COMPILED FROM NINE ISSUES OF "INSTRUCTOR," "TEACHER,"
"LEARNING," AND "GRADE TEACHER" MAGAZINES.]

Compiled by

The SMERC Information Center
San Mateo County Office of Education
Redwood City, California

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Good BEGINNINGS Instructor's LOVE A SUB KIT

"PERMISSION TO REPRODUCE THIS
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Sharon B. Shea
Peggy Hlavinka

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Teachers Peggy Hlavinka and Sharon Shea provide a substitute survival guide that reflects planning, not panic, on your part

Subs need love, too, and you can see that they get it by spending a few minutes this August preparing a ready-when-you're-not kit to guide not only your substitute but your children as well.

The kit's cover can be anything from a simply labeled plain manila folder to a student-decorated envelope or box carrying out the love-a-sub theme. It should include all the information necessary to a sub's success in teaching your students. Below, we suggest some components of the sub kit and we encourage you to add other elements that will tailor the kit to fit your class and make it the key to smooth sailing for your substitute when you're out.

Remember, the kit and the substitute using it will be most successful if you discuss with your class beforehand what conduct you expect when you are absent, and in what ways you want students to help the substitute. Tell children about the kit, and show them the reproduced schedules, class rules, name tags, and motivators. Their involvement is important. The best report a sub can make to you is "We had a great day. There were no surprises."

Letter to students Have a letter ready to pass out to students. The message should be simple and encourage good behavior. It might go like this: "Dear students, I cannot be at school today. You are very special to me, and I am leaving you in good hands with a substitute. I know you'll be helpful and cooperative. Please put your best foot forward and make the sub's day a great one." Follow this with your signature. This basic letter can work well in unexpected absences.

Forget-me-nots This sheet reminds subs of the attendance count, lunch count, and other daily activities required by your school. This is a good place to list names and schedules for aides, specialists (art, music, or physical education) and students who attend classes outside your room. Explain emer-

gency procedures for fire drills, list information about getting materials and equipment, and add names of helpful students and teachers, the school secretary, the custodian, and so on.

Seating charts This is a must for every love-a-sub kit. Be sure to include small grouping configurations, if any. Copy these from your plan book or draw them up with notes for the sub, if necessary.

Lesson plans If your daily planner is adequate, leave the plan book close at hand. But often the sub will need more detailed instructions. We've prepared a reproducible ("Today's Lessons") for this purpose.

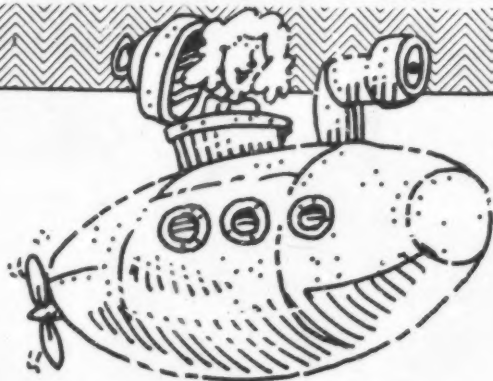
Sub notes To encourage the sub to bring you up-to-date, include a sub note in your kit. Ours is reproducible, and we usually write a note with it asking the sub to list both pleasures and problems of the day. That gives you feedback for a next time and a chance to praise kids for a good performance.

Sub starters It's a good idea to prepare a few general reproducible activity sheets that the sub can use in spare moments. The worksheets should encourage independent student activity that requires only those materials easily found in your classroom and only a few minutes to accomplish. Use puzzles and games that can be rewarding and skill reinforcing to kids at the same time they give the sub a few minutes to get organized.

Daily schedule Even if your plan book leaves no doubt about what happens when, it's still a good idea to write out this general school schedule for a sub so that he or she knows what time school starts, dismisses, serves lunch, and so on.

By investing a little time in a love-a-sub kit, you'll get a lot in return—grateful subs, cooperative students, and worry-free absences! □

Peggy Hlavinka is a former elementary teacher (kindergarten, first, second, and fifth grades) from Bryan, Texas; **Sharon Shea** teaches fifth grade at the Lamar School in Bryan, Texas.



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TODAY'S LESSONS

DATE: _____

SUBJECT:

SUBJECT:

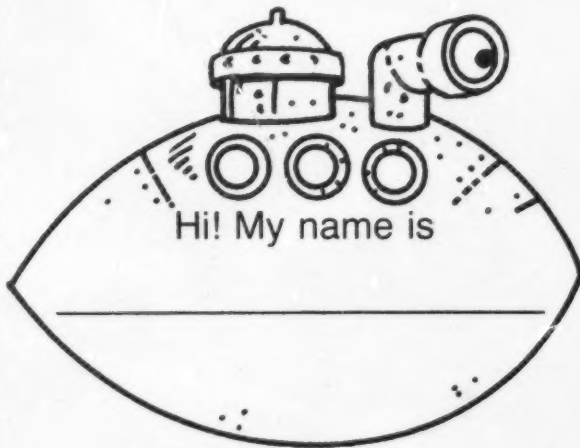
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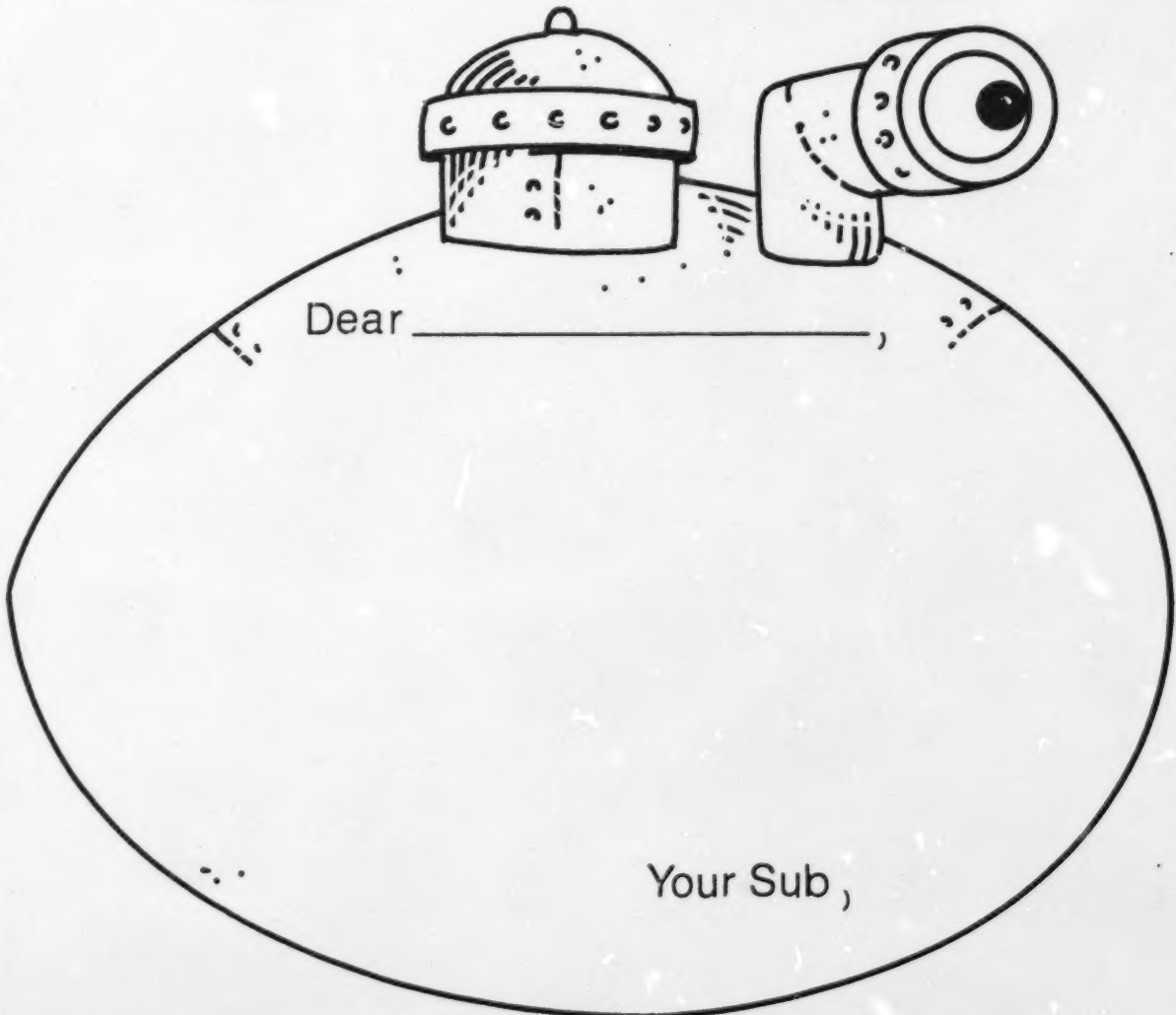
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NAME TAG



SUB FRIENDS



Rubber SPIDERS

& other surprises

A substitute's primer

PART I - Basic laws of substituting and other constants

"Teacher's desk - the one under piles of worksheets, unfinished posters, gerbil cages, and a ton of bulletins from the central office. Also yields toy cars, extra shoes, bubble gum (chewed slightly), rubber spiders, and other surprises."

Today's substitute teacher never knows what lies ahead in a day's adventures. But I wouldn't go back to regular teaching for the world. I am a substitute survivor—after twelve years of subbing in school districts from Maryland to Illinois. I manage to stay one step ahead of the crowd (students, faculty, and principal, no matter what they dish out to me) by keeping my sense of humor and my wits about me. How? I carry with me at all times (and gladly offer to others when the occasion arises) a set of laws and my own "encyclopedia" for those situations that never seem to change.

I'd like to share them with you. Tear out these pages and give them to your own favorite substitute. Or keep them in front of your plan book to give your next sub a chuckle. Or post in your faculty room, since many of these laws and definitions may apply to your own school situation. All that is important is that you share them with one other person. If no one is around at least read aloud while you raise your right hand!

The basic laws for substitute teaching

I. The amount of time spent preparing lessons varies in direct proportion to the number of minutes you arrive early that day.

II. The teacher with the fewest helpful notes in the plan book is the one whose students are the least flexible.

III. The amount of time scheduled for a

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Pamela Lawson

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given class varies inversely with the size of the lesson plans. (Corollary, that room is the least likely to have a good library shelf or game closet.)

IV. The amount of equipment needed to complete the lesson plan varies in proportion to the number of persons who know where the equipment is stored.

V. The classroom with the smallest amount of chalkboard space is the one with the most board erasers.

VI. The messiest science and art projects are planned for the room least likely to have a sink. (Corollary, these rooms are also the farthest from the washroom.)

VII. The number of coordinators who will assist with your class inversely depends on the number of papers to be graded.

VIII. The school with the largest, best-equipped playground is the one you visit on the day it is too cold or wet to go out for recess. (Corollary, on hot days you are assigned to the small playground that is actually a parking lot.)

IX. The school closest to the carry-out food shop is the one you are at the day teachers invite you to join them for a fabulous potluck luncheon.

X. The number of students who have left a given textbook at home varies inversely with the number of extra copies of this book on classroom shelves.

XI. The day the math problems are most difficult is the day the teacher's manual is missing.

XII. The length of time it takes to prepare a seatwork assignment varies inversely with the time required for a child to complete it.

XIII. The schools with the steepest stairway are the ones most apt to have the audiovisual equipment and coordinator's room on the second floor. (Corollary, these are the schools where you are assigned to the first floor.)

XIV. The schools with the most complex audiovisual equipment have films and cassettes too worn for use.

XV. The day you wear uncomfortable shoes is the time your class is scheduled for a field trip to the zoo.

XVI. The one child whose boots leak on the way to school is always the one without an extra pair of sneakers for gym.

XVII. The custodians who do the most work are the only ones who have time to inflate a gym ball or get a softball off the roof.

XVIII. The one time you agree to accept a long assignment to teach a class with a large enrollment is the time you arrive to find nothing in the plan book for the coming few weeks.

XIX. The day you expect everything to go well is the day an unexpected shipment of

frogs and assorted bugs arrives for the science class.

XX. The student with the loudest voice in gym is the one you can barely hear in class.

XXI. The most serious discipline problem always occurs on the day the principal has gone to an all-day meeting elsewhere.

XXII. The former student you are most likely to meet years later is the one whose name you never could remember.

Lexi-constants (or defining some things that never seem to change)

A.

Alphabetical order - something students from first grade on up can do on worksheets but forget the minute they pick up a dictionary.

Art - the messier it is, the farther you are from the washrooms.

Assignment - something taken home to be completed by the child most likely to leave it there.

B.

Book bag - the largest and best looking belongs to the child who wouldn't be caught dead doing homework.

Brown bagging - something you forget to do the day you can't go home for lunch and the school doesn't have a cafeteria.

Bubble gum - an amorphous material brought commonly as a birthday treat. Look for the color purple these days.

Bus ride - something the one child in class you have decided should stay late for discipline reasons must take to get home.

C.

Coordinator - someone who takes your class for music or gym the first thing in the morning of the day you have scheduled something interesting.

Cursive - a type of handwriting developed to a high art in second grade, which deteriorates rapidly from third on.

D.

Desk - a variety of classroom furniture commonly found in two sizes:

child's desk—the kind with different sizes inversely proportional to size of the room.

Teacher's desk—the one under piles of worksheets, unfinished posters, gerbil cages, and a ton of bulletins from the central office. Also yields toy cars, extra shoes, bubble gum (chewed slightly), rubber spiders, and other surprises.

E.

Endless - the adjective used by students and teachers alike to describe the last day before a vacation.

F.

Fire drill - a forced evacuation of the premises, most likely to occur when your class is with the music teacher and you've just poured yourself a cup of coffee.

Fruit flies - small insects that multiply profusely and can be found in abundance almost anywhere until you want them for a science investigation. Then the school has to purchase them.

G.

Gloves - useful accessories, mislaid in subzero weather by the child least likely to find a reasonable fit among the unclaimed ones in the "lost and found" box.

H.

Happiness - finding a red or black crayon in the leftovers box.

I.

Infinity - the number of discarded purplish crayons in the leftovers box.

Injury - something that is most apt to occur when the nurse is at the other school, the secretary has an important phone call, and the principal is in conference.

J.

Jelly - A popular clothing accessory most often worn on shirts and sweaters.

K.

Kite - a wind-borne toy that doesn't exist until five seconds before recess ends.

L.

Last - what no self-respecting student would allow himself to be in any line, even if it is the one to "detention."

M.

Michael - a boy's name not usually found singly in a classroom.

N.

Number-2 pencil - something that breeds like flies in student desks until it is time to take a machine-scored test.

O.

Our - a word that nine times out of ten appears as "are" in student writing.

P.

Pail - something that keeps the closet door from closing but goes into hiding when you have to clean an aquarium.

Paycheck - something that is occasionally large enough to finance the purchase of a head of lettuce and a pound of coffee, but isn't used for Christmas shopping.

Pen - usually not available for handwriting practice because it has become a spitball shooter.

Principal - a person in authority who drops in to observe just after a frog has escaped from a science terrarium.

Projector - an elusive machine you finally locate, only to discover it is a model you have never used before.

Q.

Quiet - a condition of the environment few experience.

R.

Right - an argument you make, only to discover you are wrong. Usually argued with parent or regular teacher.

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S.

Snow day - a cancellation of classes that occurs after you have left home for school.

Students - these fall in two main categories:

Intermediate - the kind that cannot be depended upon to carry a pail of water from the washroom without spilling it.

Primary - the kind that can. They also manage to carry notes home to parents.

T.

Test - a nasty word teachers use to scare the daylights out of little kids.

U.

Ugh - an adjective used to describe mealworms, gray construction paper, vegetables, strict substitutes, homework, and last year's style of shoes.

V.

Vanilla - manila paper in the primary grades.

W.

Wonderful - a one-word description for the latest television program, new gym shoes, vacations, red construction paper, purple bubble gum...and rubber spiders.

X, Y, and Z.

Words beginning with these letters are rarely used except for spelling bees and games of scrabble. **JEAN EVERLY**

PART II - How to avoid the aspirin

Substituting doesn't have to be a headache, according to veteran substitutes. But like anything else, it requires training and self-discipline. After three years of teaching in a self-contained classroom I now substitute and have learned to follow these rules.

1. *Expect the unexpected.* It is not unusual for a French teacher to be asked to take over a woodworking class, or a history teacher to handle a physical education program. Also, don't go to a substitute assignment expecting the lesson plans to be on the desk. (The teacher may well have taken the plans home that night.) Learn to depend on information about the class routine from other teachers and students. Remember: you have the ingenuity to make sense out of chaos.

2. *Be prepared for anything.* The materials you need for any given day may be unavailable when you arrive. Remember those games kids love to play and, depending on the situation, use them. (If you have forgotten those games borrow a recreation book of games from your local library.)

It is also wise to check out the day's schedule at the office before you go to your assignment. Ask: When is the lunch hour?

When does school close? Who can visit the library or media center and when? What are the regulations regarding hall passes? Money collection? Special classes? What is a substitute's recess duty? Where is the lunchroom? Washroom? Nurse's office? Teachers' lounge? What are the procedures for discipline problems?

3. *Be ready for interruptions.* Art, music, physical education and other special classes all break into the day's schedule. Take these diversions in stride. Have a list of activities you can use in a class to fill a remaining five-minute time block.

4. *Be positive in your attitude.* No student wants to greet a tired and grouchy person first thing in the morning. If you take time to pull yourself together in the morning you will feel better the rest of the day. This will also help you retain your sense of humor.

5. *Don't be afraid to smile.* Ignore the advice that if you appear to be a rock of authority you can "control" a class. Warm smiles and pleasant words can get you off to a much more positive start.

6. *Maintain discipline.* It's no secret principals judge substitutes by how well they carry out a teacher's plans for the day and how well they control the class. There is no way to guarantee the latter but by being prepared, remaining flexible, and feeling in control of yourself you can handle any situation.

7. *Like kids.* Don't even consider substituting if you do not enjoy and appreciate children. They will sense your dislike.

8. *Get together with other substitutes.* Express your thoughts as a substitute to principals and teachers. Ask that complete lesson plans be made available. Form groups in your community. Join education associations and work as a team to suggest ideas to make subs' jobs easier. Working together will eliminate the need for aspirin while substituting in a classroom.

SHARON LANDWER

PART III - Arriving at school with a bundle of activities

As a substitute, you have to be ready for all situations. Here are a few activities that can be plugged into any curriculum.

1. *Art projects.* Depending on the time of year, there are many seasonal art projects you can do with paper and pencil. Intermediate students love to sketch landscapes and building perspectives in seasonal attire.

Near a patriotic holiday, have primary kids make paper flags using white paper as a base. Measure and mark off 13 stripes. Cut

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red stripes and paste them alternately onto the white paper. Leave room for a blue field. Use a hole punch to punch out 50 stars. Then paste the blue in the upper left corner.

Another popular project is to give each child two sheets of different but complementary-colored paper. One color is for the background; the other is for the pattern. Cut a large shape (star, flower, snowman, tree) from the center of the pattern sheet. Then paste the pattern onto the background sheet. Scraps from the pattern shape can be cut into small decorative pieces and glued onto the background sheet.

2. *Categories.* Have students write the names of various categories of objects, horizontally, across the top of a piece of paper. Down one side of the paper, they should write the letters of the alphabet. When this is done, the students write one word for each letter under each category. For example:

	Fruit	State	Person	Flower
A	Apple	Alaska	Alice	Aster
B	Banana	none	Benny	Begonia

Very young students can draw pictures of objects in the categories.

3. *Language arts games.* Have each child give a three-letter word (or four- or five-) for each letter of the alphabet.

Or have children list all the words they can think of that fall under a given category. Make the game more challenging by saying that all the words must be nouns, verbs, adjectives, or even words with only so many syllables.

Stage a parts-of-speech game. The teacher gives the first word and identifies its part of speech. The next word must start with the last letter of the word just before it. Give students one minute to jot down an answer. Students must also identify the part of speech their answers are.

Another language arts game is called Associations. In this game, the teacher gives a word and the children write a synonym for that word on their papers. There doesn't have to be a winner in either game. Sharing student responses is usually fun enough.

4. *Arithmetic games.* Play "Mush Pot." In

this game, the class forms a circle. One student is "it." "It" walks around the circle. Before he finishes one full circumference, he must stop behind a classmate and give an arithmetic problem for that classmate to answer. If he answers correctly, he becomes "it" and "it" returns to the circle. If he answers incorrectly, he must go into the center of the circle, or the "pot." "It" then stops behind another student and gives him the same problem. The procedure continues in the same fashion until someone answers the problem correctly. The last person to remain outside the "pot" wins.

Carry flash cards with you. Take turns flashing a card at each child. If the child answers the card correctly, he gets the card. The child with the most cards at the end wins.

ANNETTE KARRER

Jean Everly is the pen name for a teacher who would like to continue substituting in the Chicago, Illinois, area.

Sharon Landwer is a substitute teacher in Ozark, Missouri.

Annette Karrer is a substitute teacher in San Diego, California.

Pamela Lawson

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sub's Save your sub's sanity

Ways to prepare for

a possible absence

Meta Lale

A substitute's stay in a classroom can be a pleasant, constructive workday or a nightmare of thinly disguised bedlam. The difference depends, of course, upon the sub, but it can also depend upon how well the teacher prepared for her absence. If you were ill tomorrow, would a sub find your lesson plans in order? Could she easily obtain the items necessary for running the classroom? Here are some ideas that will ensure your class of a productive day—even without you.

If you're going to be absent, call your supervisor as soon as possible; dictate lesson plans if necessary, cancel any parent meetings, and reschedule after-school activities. If you know a capable substitute, specify that person to take your place. Having the same substitute regularly is advantageous for several reasons. If you have several absences, the students will feel more secure with the same person taking your place each time. The details of your class that seem routine to you are not routine to your substitute. If you have the same person consistently, the orientation barrier is eliminated and more real work can be accomplished.

Finally, if you know your substitute's limitations, you can adjust your instructions accordingly. Had a teacher known my limitations one time the direction "explain scientific notation" would have been expanded. After spending the lunch period studying the eighth-grade math text, I humbly asked a capable student to teach the lesson.

Post pictures of your students with the accompanying names. Use the regular school pictures if available, or request a picture from each student. A class picture not only helps the sub connect names with faces, but makes the children feel a part of the classroom family.

Leave a zippered loose-leaf notebook in the office to be given to the substitute upon arrival. Include the following.

KEYS. Attach to the ring copies of all

keys you normally use, and mark each key clearly. Waiting for a custodian to open the classroom can be irritating to a sub who knows she could be using that time to orient herself before the children arrive. The lack of a key can also raise havoc with a lesson plan. I once taught agriculture students how to hot wire a tractor. It wasn't exactly the kind of knowledge I felt every student should possess, but since no key was available, any other alternative would have delayed the scheduled lesson. **ROSTER.** A list of students for each class is helpful not only for taking roll, but also for planning ahead. One time I found a duplicating master with the instructions "run off for science" as part of a lesson plan. Not knowing how many students were in the class, I ran off 50 sheets, only to find there were 75 students in two sections. Both the students and the teacher lost valuable time because of an error that could easily have been avoided.

SUPPLIES. Save the sub time and frustration by duplicating absence slips, passes, and lunch count cards, and include them plus pens, pencils, and so on, in the notebook. Inform her of the location of AV equipment, extra chalk, and other items. **SEATING.** Make a seating chart if the class remains stable. If the students are free to move around, to scoot desks together so they can work in pairs, or sit under the library table to read, inform the sub.

RULES. Class rules vary from teacher to teacher. Some allow gum chewing. Some have only specified times for use of the bathrooms. Others have no rules at all. The sub has no way of knowing; so in-

clude them in the binder or, better yet post rules as reminders to the students.

TIME SCHEDULE. Your daily schedule should be written in the notebook in detail. Include a map of the school so the sub will know the location of the music room, gym, cafeteria, and so on. If any students leave for special classes, their names, destinations, time of dismissal and return should be listed.

PROBLEMS. Note any special problems in the class. If there are children who are on medication or who are subject to seizures, tell the sub. I appreciated a teacher forewarning me that a student was blind; therefore I was careful to speak aloud while writing on the board. Whatever the problem, make sure the substitute is informed *before* something happens.

FILLERS. Provide your sub with some ideas in case she finds herself with extra time. Puzzles, coloring sheets, math work sheets, or even a short story can all come to the aid of a frustrated sub.

Include other things you feel the sub should be aware of. If you have duties outside of the classroom, like patrolling the blacktop during lunch, tell the sub. Let her know the names of the teachers in the next rooms in case she has any questions or problems. Place recent issues of professional magazines in the notebook. She might enjoy reading the latest news on the education front.

Think of your classroom as your home and of your substitute as a guest. A guest is unhappy when conked on the head by baseball bats after opening a closet door; unhappier when unable to find roll cards, chalk, or lesson plans; and unhappiest when the students are obviously only marking time. If your room is fairly clean, orderly, and safe, and your students are learning subject matter, self-discipline, and consideration for others, your substitute will be a happy guest when invited. □

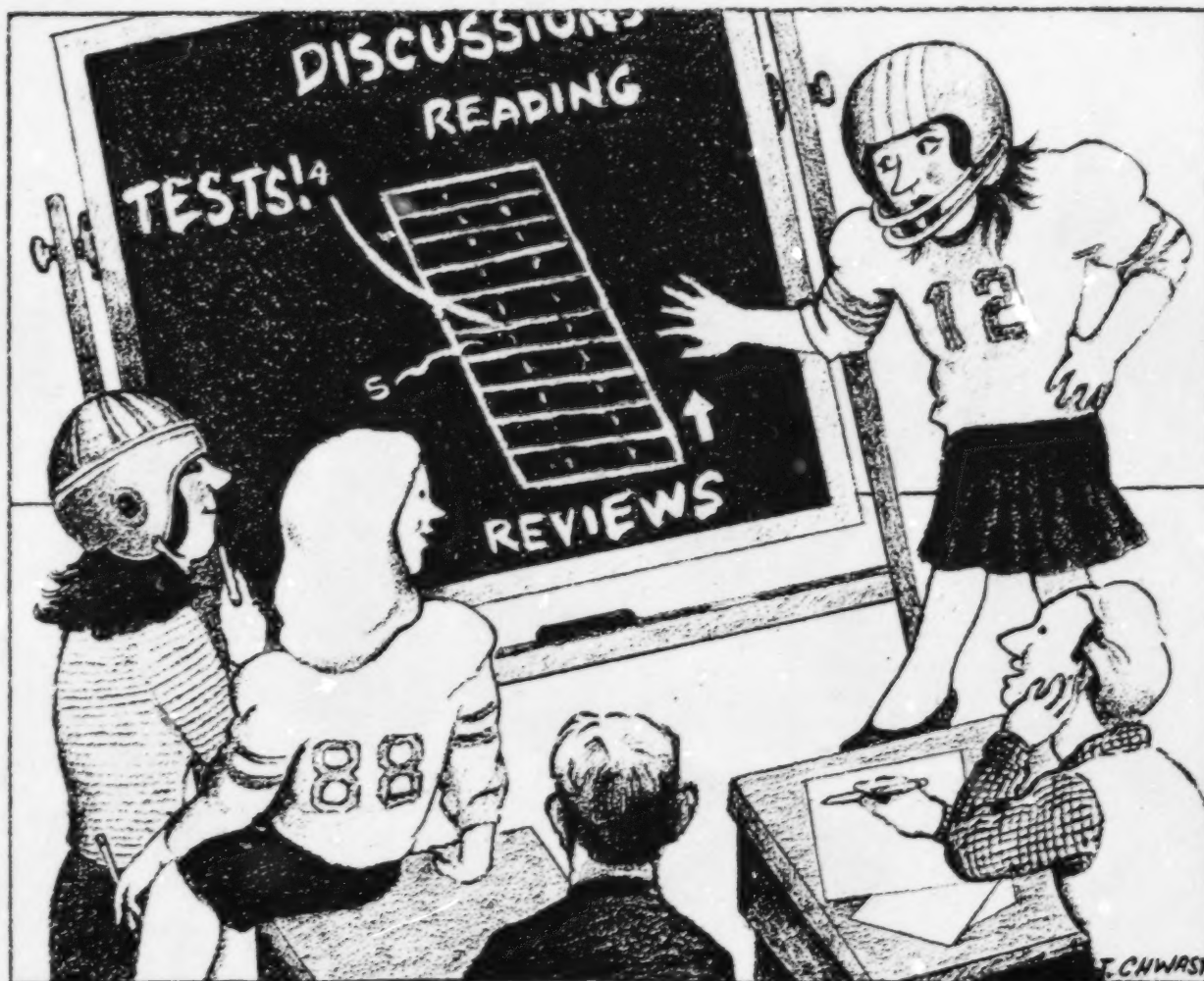
Meta Lale is a substitute teacher in the Ripon Unified District, California.

Pamela Lawson

TO THE EDUCATIONAL RESOURCES
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Strategies for Substitutes

Miriam K. Freedman



Counteract weak lesson plans with a winning lineup of techniques

No matter how many goodies, bags of tricks or other aids substitutes bring along, they are usually expected to carry out the instructions in a teacher's lesson plans. Here are several techniques that make ordinary or vague plans more effective and fun. By ex-

panding on lesson plans in different ways, substitute teachers can do more than merely try to maintain classroom law and order. Many of these techniques could help the regular classroom teacher, too, or even spark ideas for writing lesson plans as part of a formal program on preparing substitutes.

Read and Answer

Dear Substitute,

Students are to read pages 39-44 and answer the questions on page 45.

Sound familiar? Several ap-

proaches can lead the way to more meaningful classroom activity.

1. Pretest and post-test. To arouse student interest in a reading assignment, try this pretest. Ask the children to guess what will be covered before they start reading. They can share ideas aloud or write down five facts or ideas as predictions. Afterwards conduct a post-test by checking the accuracy of their predictions. I find that this method works very well, even with material that may be dry. This idea is from *A Sourcebook for Substitutes... and Other*

Teachers by Miriam Freedman and Teri Perl (Addison-Wesley).

2. Togetherness. Instead of asking the students to do the assignment individually, read it either orally or silently with the students to find the answers. By making this a class activity instead of an individual one, you decrease the potential for trouble and promote classroom cooperation. Students who do not work well together can do the assignment alone.

3. Group effort. Divide the class into groups and ask each one to report on part of the reading later. To avoid

confusion, this method should not be used with material that requires continuity to be meaningful.

4. Sentence treasure. Announce that you will conduct a "treasure hunt" review when everyone has finished the assignment. Ask a volunteer to read aloud a sentence from the assigned section while the rest of the class looks for that sentence as quickly as possible. The student who finds the sentence first reads aloud the next sentence in the book to prove that he or she did find the right one. This student becomes the next reader. Play as long as it's fun.

This activity is also from *A Sourcebook for Substitutes... and Other Teachers*.

5. Quiz board. Give out the assignment and tell the students that you will stop 10 to 15 minutes before the end of the period and establish a quiz board. Appoint three to five students or select volunteers to be members of the board. Ask them to come to the front of the room. The rest of the children pose questions to these students about the day's reading.

After a certain number of questions have been asked and answered to the satisfaction of the class, a new board may be selected. Play for as long as interest is maintained. This technique works very well for review. An added advantage is that you need not know the subject well in order to handle it.

XYZ Composition

Dear Substitute,

Have the class write a composition about XYZ. Paper is in the left-hand drawer.

The most difficult aspect of this kind of directive is how to begin. Your best move is to make starting interesting, challenging and fun!

1. Personal relationships. To make any topic more meaningful, encourage students to relate to it personally. One way is to write sentence starters that use the students' natural speech patterns, such as "I wish..." "I like..." "I'm glad I'm allowed to..." These patterns are more natural than "Love is..." or "Freedom is important because..."

Perhaps some students will be willing to read their sentences aloud before the class begins writing. For an excellent discussion of this technique, including many examples of children's written work, refer to Kenneth Koch's *Wishes, Lies and Dreams* (Chelsea House).

2. Oral preparation. If the students are assigned a story to write, suggest that first they all decide on a cast of characters, a setting, a time, etc. For example, a Thanksgiving story might be about four frozen turkeys in the supermarket freezer the day after Thanksgiving. By doing the groundwork together, the students will be into the story even before they lift a pencil. Later encourage children to share their stories. Did each student keep within the guidelines established by the class? Making comparisons will be interesting.

If the assignment is an essay, consider using the "buzz group" technique. Ask students to say whatever

comes to mind about the topic and write their ideas on the board in some quick abbreviated form. When everyone has had a chance to study the list, students can begin to write, using whatever "buzzing" ideas they wish.

3. Free association. Whatever the topic, propose that the students write free association word lists about it. Tell them to start with the given word, such as *freedom*, *pets* or *winter*, and add up to 10 other words that immediately come to mind about the key word. Then the students can write their own compositions, each child using all the words in his or her list. For a fuller discussion of this method, see *What Do I Do Monday?* by John Holt (Dutton).

4. Topic values. Before the children start to write, initiate a values-clarification exercise that will help students relate an abstract subject to their own lives. For example, if the topic is ecology, have children start by listing five electrical gadgets or appliances they use that they could do without. You may want to record their answers on the board. From this specific exercise the students can move on to the broader issue. A good source for more ideas on this subject is *Values Clarification: A*

Handbook of Practical Strategies for Teachers and Students by Sidney Simon, et al (Hart).

Reviewing for Tests

Dear Sub,

The class has a test tomorrow. Have them study and review. They know what to do.

This may sound easy, but it often doesn't work out that way. Although you may not know the material the class has been studying, you can conduct a review session in several ways. Your job is to facilitate their study and set up a format for them. Don't be upset if you can't answer all their questions. Throw the questions back and have them try. If there are some questions that can't be answered in this way, alert the teacher in a note.

1. Drilling games. Try a game format for drill material, such as spelling, number facts, state capitals, vocabulary. Use familiar games like tick-tacktoe, bingo, categories. For more information, refer to game books or *A Sourcebook for Substitutes... and Other Teachers*.

2. Quizzers' review. Set up the quiz board as previously described.

Board members can help each other find the answers. If disagreement or uncertainty develops, the rest of the students can check back through their textbooks or notes.

3. Make one, take one. Have pairs or small groups of students make up model tests. Assign one group true-and-false questions; another, multiple-choice, etc. Spend the last part of the period going over the questions. Ask each group to read their tests, while the rest of the class ponders the answers.

4. Teach me. Another good review technique is to have the children teach you the subject. Show your interest by asking leading questions. Students will be eager to provide instruction.

Discussion Leads

Dear Sub,

Discuss topics A, B and C with the class.

This can be most challenging! The students have been dealing with the topic, and you haven't. The following methods show how you can lead the discussion constructively.

1. Student leaders. Have one student lead the discussion or call on two

or three children. In some classes, I find students can do quite an admirable job. They may even want to try using one of your lesson plan strategies.

2. Brainstorm. Have the class spill out all sorts of ideas related to the discussion topic. Do not judge the ideas—anything goes! Just encourage the children to speak their minds. After about five minutes, start the discussion again, this time arranging their ideas in a more orderly fashion. The values-clarification exercise described previously can be conducted in a similar way.

3. Simulations. If the topic is controversial, divide the class into sections, each representing a special-interest group. During the discussion, each group will give its point of view on the subject. For example, if the topic is U.S. policy toward Native Americans, groups can represent the U.S. government, settlers, Native Americans, railroad interests and so on. This format can work for many issues and subjects.

Audiovisual Forum

Dear Sub,

Show the film (or filmstrip), then discuss.

Once the lights are off, this kind of assignment can be a disaster, but you can develop it into a delight.

1. Can you imagine? To heighten student interest in audiovisual materials use the same technique as that of the pretest and post-test. Introduce the exercise with a comment such as, "If you were making a movie about tooth-brushing or earthquakes or China, what would you include?" As they watch, have students check their lists against the film. How does the film compare to the students' expectations?

2. Use any of the discussion strategies already described. Keep in mind that with audiovisual materials it is crucial to get the students to be active, not passive, viewers.

Teaching/Learning Frame

Whether you experiment with these strategies or develop some of your own, it is important to stretch lesson plans as far as possible in positive and creative directions. Remember that the plans are only a frame for teaching and learning. As a substitute teacher, your methods will either support that frame well or force it to collapse. ●

Miriam K. Freedman has been a substitute and regular teacher in Long Island, N.Y., schools and conducts workshops for substitutes and administrators.

Dear Teacher, While You Were Gone . . .

Sara Ann Keller

Anyone who has been a substitute teacher knows how difficult the job can be. Many substitutes start out handicapped. They're unprepared and unprepared for.

When I was "subbing" a few years ago, I found the experience so harrowing that after a few months I could hardly bear to answer my telephone in the morning to receive my assignments. Thrust into a classroom of strange students with little direction from the teacher or communication with the rest of the school, I often felt alone, unaided and ignored.

Now that I can look back and analyze the situation with some perspective, however, I believe that substitute teachers can be an integral part of a school system. They can have a constructive impact on students (and make a teacher's return less chaotic) if the regular classroom teacher paves the way with some guidance and foresight.

Long-range Planning

While the school year is still young, this might be a good time to investigate your school's and district's policies on substitutes. If guidelines are not established or clearly stated, you might request that your board of education or principal do so, especially in regard to student behavior.

A preservice training day can be invaluable to familiarize substitutes with the ins and outs of a school system. If your district doesn't have one, you, as a substitute, or a teacher on the staff might suggest holding one. During such a session, substitutes can be supplied with copies of educational rules and regulations, bell schedules, guidelines for specific procedures, such as taking roll, and perhaps even textbooks. Guest speakers might discuss student achievement levels and ways to handle disciplinary problems.

Although this kind of assistance would be ideal, teachers have the major responsibility to prepare for their substitutes, and they can render tremendous aid in a number of ways. First, I think it's important to enlist your principal's aid in preparing a substitute, especially if your school doesn't have a definite policy. Ask the principal to meet the substitute in the morning, show him or her around the school and the classroom and make some brief introductions.

Second, request that the principal or one of your colleagues look in on

Notes and observations on how you can prepare a substitute with a survival kit, constructive plans and other aids

your class occasionally to make sure that the students are behaving. This can be a good morale booster, and most substitutes are only too willing to receive help. Such visits also provide an opportunity to check on what the substitute is doing.

Stranger in a Strange Land

When a substitute walks into your classroom, he or she is a stranger not only to your students but also to your daily routine. The bell rings, and the substitute is still frantically looking for the math book, record player, attendance sheets, etc. Or, he or she launches out on such a different approach to a subject that students become upset with the altered routine and refuse to cooperate. Detailed lesson plans are vital, along with an arrangement of textbooks and materials on or near your desk, so that the substitute is equipped to execute your plans.

I once frustrated myself and a first-grade class that couldn't tell me what to do. The lesson plan said simply, "Reading, 9:30-10:15," but I couldn't find any books or charts. Another teacher's instructions merely stated, "Drug review, 2:00-2:45." At 12:30, while eating lunch and looking for a pencil, I finally came across the drug text, a small paperback tucked in the rear of a desk drawer, and hurriedly formed some review questions.

Survival Kit

You never know when you won't be in school the next day. So plan ahead and prepare for substitutes by constructing a "survival kit" now. Then leave it out in plain sight on your desk each night. I think the following components are important to ensure that things go smoothly. Include other information that relates specifically to your classroom.

1. The bell schedule for regular and special days, times of lunch and recesses, an attendance slip with instructions on how to fill it out and what to do with it and any weekly or daily schedule changes.

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2. Seating charts and notes on individuals such as nicknames, learning disabilities, health problems, potential troublemakers and usually dependable students.

3. Brief description of what your students can do—physically and mentally. Ask yourself these questions: Can the students study and play unsupervised? How well do they read or solve math problems?

4. A list and discussion of textbooks with an explanation of which chapter you hope to be on each month and the strengths and weaknesses of each book.

5. Classroom procedures such as how you handle free-study time or what happens during art, recess, physical education or reading periods. Where do your groups sit? Do they read silently? Do you read aloud? Do they? How often and how much?

6. Your guidelines on student behavior and a list of the teachers you've asked to drop in to help during the day. Ask the substitute to review the guidelines with your students.

7. Chart of classroom storage. Indicate where materials are stored, where keys to locked cupboards are and what things have to be requested, such as projectors, record players. Also indicate what materials or cupboards you don't want disturbed.

8. Map of the building showing restrooms, nurse's office, library, etc. Write the appropriate teacher's name in each classroom's square.

9. Extra work for fast finishers. Draw up a list of projects or refer to folders of duplicated assignments that can be passed out.

10. A report sheet, asking for a brief rundown of the day's events, including a list of troublemakers.

Remember that uncertain substitutes invite trouble and that without your help substitutes won't be able to perform their duties capably or professionally. Although this kind of planning may take some time and organization, your efforts will be well rewarded. The substitute will work harder for you, your students will enjoy a better learning atmosphere and you can pick up where you left off with a minimum of disruption. ●

Sara Ann Keller has substitute taught in Salt Lake City, Utah, and now resides in College Park, MA.

The Cry of the Substitute Teacher...

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Sandra Reeder-Camponi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BY HEIDI SENEY

I meet a teacher in the hall who says: "You the sub in two-o-two today?"

I smile wryly: "Yeah, I'm the sub."

I go into the classroom and say: "Good morning. I'm Mrs. Seney, and I'm your teacher for today."

A voice from the rear (there's always a voice from the rear) calls out: "A sub. You're the sub."

I smile wryly: "Yes, the sub."

Sub what? Sublime? Subject? Subjunctive? Subhuman? (You're needling me, kid.) Subservient? (You're getting warm.) Subrogate? (Warmer, yet.) Substitute? (Ah, gotcha!)

When I signed a bit of paper with the school district pledging my loyalty to these United States and agreeing to \$30 for a six-hour day ranging from four to seven-and-a-half hours long, I frankly didn't know what I was getting into. All I knew was that I was fresh out of school with an elementary teaching credential and that in the fall of 1971 I was damned lucky to get a teaching job at all.

Two-and-a-half years later, I wonder.

In the early days I used to come home from an assignment so numb that I would sit in the backyard focusing on water streaming out of a hose until I became normal again. Sometimes it took up to an hour to accomplish that. It took a long time for me to realize that as a substitute I was rarely going to teach. As I told one friend when the light finally dawned: "Now I go into the classroom like a surgeon, pulling on the gloves. I don't crack a smile. I take no lip. My job is simply to keep the kids in line, to keep them quiet."

Well, that isn't what I intended, friends. Guerrilla warfare isn't my cup of tea. And it does not cheer me much to hear the folks down at the district office tell me, "You're one of our best substitutes." One of the best? Because I never fled a room in tears? (Plenty have.) Because no kid has ever gotten hurt? (I got kicked in the shins once and limped for two days.) Because the

room wasn't destroyed? (A friend lasted one hour in an art room where toilet paper was flying and That Did It. After three years of substituting she quit on the spot and retired to a fruitful, happy life.)

Gentle reader, do not think I do not like kids. I do, very much. Do not think I do not like teachers. I admire them greatly, or I wouldn't have gone back to school at age 40 to become one. Do not think that I do not like principals. They have a heck of a job keeping it all afloat.

So what's my beef? I guess what I crave is status. Frankly, it's what every substitute teacher craves. Note that when I speak to the class I say, "I'm your teacher for today." I avoid the word "sub"; I no longer use it even though everyone around me uses it. In this tiny way, I'm trying to educate THEM to the effect that I am a person, that I have something of my own to offer and that I am, under sometimes perilous conditions, attempting to carry out the wishes of that other excellent person: The Teacher.

I also crave simple information. I don't know how other school districts operate, but in mine there has never been a workshop for substitutes, where ideas could be exchanged on What Works or on the particular procedures of each school in the district. Once I pledged my loyalty and willingness to work, I was on my own.

In my district, there are 16 kindergarten through sixth grade schools, and I have served at one time or another in 14 of them. In each, the atmosphere is different, styles of teaching vary, rules vary, even hours for classes vary. (I know one teacher who thought the bus came at 3:20. It came at 3:10. She wound up driving six kids home. Dismissal time in my district is, depending on where you are, at 2:00, 2:30, 2:40, 3:00, 3:10 and 3:20 p.m.)

In the beginning, I knew the names of few administrators, knew little about whom to call on for assistance,

knew nothing of some schools' physical layouts or the intercom systems. (At least in my district, the office doesn't listen in on me. In one school in another district, a substitute told me, the principal regularly "tunes in" on what's going on; 1984 has arrived.) It was not rare for me to enter a classroom and find the teacher's desk bare of pencils (I now bring my own), paper clips, staplers—much less staples. Sometimes, no paper. Also missing: any information about what goes on in the room each day.

To be sure, there have been many happy surprises. Teachers have left folders containing not only the Plan for the Day, but information about the kids who could be counted on to be helpful, the location of supplies and special tasks for early finishers, the names of aides and other staff members who know the class and have some notion of the classroom's general climate.

I try to get to school in time to look for that information, to ask questions in the school office about recess times, lunchtimes, etc., and to run dittos a teacher may have required. But often I have been called late in the morning and with no information whatever have been plunged into an atmosphere that is reaching a boiling point. Then what faces me is something educators popularly call A Challenge. Well, friends, I say to that kind of challenge: to hell with it. It's not a challenge; it's an injustice to the kids, first, and to me, second.

I like a challenge, but a fair one. Since there have been no workshops for substitute teachers, I occasionally go to ones for "real" teachers, slipping into place like a visitor from Mars. In "free time" I have asked kids what they like to do and have learned from them a great deal. And sometimes I have redefined the job so that I teach something entirely different from what the regular teacher had in mind.

Because as a student I was never a

doer myself, I focus on doing. I have lugged to schools scores of boxes filled with wood from a furniture factory so that we could have "glue-ins." I have brought toothpicks to big kids, coffee stirrers, which are easier to handle, to little ones. I have brought records for listening and dancing to. (I can't play the piano and I hate "Eensie-Weensie Spider" songs. Once a Jackson Five record saved my life for nine straight days in a kindergarten.)

Other substitutes I know have kits of dittos. Mazes are popular and so are picture puzzles for the young, crossword and math puzzles for the older. Story beginnings are good ("It was a dark and stormy night and I was all alone in the house. All of a sudden . . .") and ideas from *Making It Strange*. [Available in paperback from Harper & Row. See *Thumbs Up, Learning*, November 1972.] Contests: make an airplane and fly it outdoors, count the beans in this jar, etc., etc.

All of that, however, took time to get into. I and many children lost a lot of time and we missed out on some good times we could have had together, if only someone had helped us. For example:

1. When I was hired I would have appreciated receiving information about every school I was likely to be

called on to serve. A map of each (with the locations of the teachers' lunchroom and restrooms starred). The names of the principal, school secretary and other staff members. Procedures for buying lunch in the cafeteria (if you don't order ahead of time, you're out of luck in some schools). Information about recess, lunch and dismissal times.

2. I would appreciate the security of a lesson plan, available in one standard location (middle desk drawer, office mail box). Sometimes, of course, that's impossible because of emergencies, but it would be helpful to have on hand some information about the class's usual movements through the days of the week, times for all events, names of friends of the class, names of helpful kids, whereabouts of supplies. Any information that can help a substitute teacher get a bearing in the class as quickly and as simply as possible.

3. On a simple human level, I would appreciate the feeling of being welcomed by the staff. You don't have to roll out the red carpet, but a friendly overture in the lunchroom can mean a lot to a substitute new to the school and just learning to cope. Teachers, God knows, often feel isolated from each other; imagine what a substitute teacher feels. So be a Good Samaritan:

take a Substitute to lunch.

4. Whenever I fantasize, I see "Be Kind to Substitute Teachers" banners strung through classrooms throughout the land. Or: "The Substitute Is Your Friend." I'm kidding, but on the other hand it would be helpful if kids were encouraged to regard the substitute as simply another teacher, who is taking all of the risks and reaping little of the real reward of teaching: getting to know kids really well and at their best.

5. Finally, for the benefit of the children we serve and for the benefit of the teachers who leave their rooms in the care of a substitute with trepidation, district teachers should encourage occasional workshops where substitutes and regular classroom teachers can exchange ideas and learn to appreciate each other's problems and interests.

If the substitute teachers in your district are already enjoying these considerations, lucky them! And lucky you, because you can feel easy about leaving your room to them. If they're not—and I speak for substitutes who are not enjoying that consideration—we'd appreciate a little agitation on behalf of us and of your kids.

Heidi Seney is a substitute teacher in Berkeley, Calif.

Especially for Substitute Teachers

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MARIAN SEDDON

Substitute teacher and free-lance
writer, Fullerton, California.

IF YOU'RE substituting in primary grades this year, your most valuable talent is a high AQ—Adaptability Quotient. You must adjust to all kinds of classrooms—old, new, self-contained, and open. You must cope with many schedules and cooperate with many teachers, principals, maintenance men, aides, secretaries, and sometimes parents.

But the time you really need to put your AQ to work is when your lifeline—the plan book—doesn't appear. Your high AQ will keep you unflustered. Your moment of truth may occur some morning when you're called only thirty minutes before school begins. You arrive late, greeted by thirty six-year-olds. They're bewildered and upset because Mrs. B. isn't there, and the principal is pointing to Mrs. B.'s desk and saying, "Mrs. B. always keeps her plan book right here. (But it's not.) So possibly you'll find it later."

Developing a high Adaptability Quotient is easy when you're armed with ready-to-use ideas that you can plug into many different learning situations with equal effectiveness and exciting results.

The following are some of my first-aid techniques to prevent a damaged day and liven up daily lessons. I use them when children finish assignments more quickly than anticipated, when an art project needs more direction, when the music teacher doesn't appear, or when a field trip is canceled. Use these activities to sharpen your children's skills—manipulative, listening, direction, and reading skills; color identification, oral expression, and game strategy skills; skills which put their imaginations to constructive use.

Writing

Camouflaged capitals (for printing or script practice)

Fill a piece of paper with rows of any capital letter. Avoid letters with little detail such as A, C, O in script, and I, J, L, O, T, U, V in print. Stress good letter formation. Have children refer to correctly made letters in their spelling or writing books if they have difficulty with particular letters. Emphasize that they are not to crowd the letters together; rather, they leave large spaces between letters. Turn the paper upside down for every other line of capitals. Use three colors to make a repeating design after page is filled. Mount designs on colored construction paper.

Silly signatures Use unlined paper such as mimeograph paper, folded lengthwise. Have children write or print their names, carefully making the bottom of each letter touch the fold. Border letters with a crayon; then cut along the lines. Cut several places on the fold. Open; then glue the imaginative cutout onto bright paper.

Reading

If appropriate, work the following activities into your daily reading lessons.

Scrambled words Put the following words on the chalkboard.

1. boy The ran
2. his drinks Bill milk
3. not Mrs. B. is today here

Let children arrange each line into a correct sentence. Have each make up his own sentences to stump classmates.

Questions As you are going through the lesson, stop to ask children questions such as, "How many times do you see
Turn page

the word 'train' on this page?" "What color was Helen's dress?" This will be an occasional test of children's comprehension and attention skills.

Directions Help children understand the importance of careful listening as an essential learning skill. For instance, direct them to "Read the sentence beginning with 'come.'" "Read the last sentence on page 12." "Find the sentence that tells where Mother went."

Difficult word groups Letter difficult word groupings on the chalkboard (inanimate, non-action words are especially good for this activity). Select children at random to "Draw a circle around 'to the party.'" "Put a cross beside 'under a tree,'" and so on.

Math

Taking inventory Write these directions on the board.

1. There are _____ windows in this room.
2. There are _____ doors in this room.
3. There are _____ tables in this room.
4. There are _____ pictures on the wall.
5. There are _____ boys in this class today.
6. There are _____ girls in this class today.

Children may like to substitute drawings of the object or child for the number.

Make up your own problems To emphasize a particular concept the class may be learning, have each child make up his own problem depicting this concept; then have children exchange problems.

Games for indoor lunch hour

Ticktacktoe with chairs Have girls sit on one side of the room and boys on the other. Arrange nine chairs in front of the room in rows of three. A girl (in order of standing) chooses a chair and sits down; then a boy does the same, and so on. The first team who gets three of its members in one row, wins. Continue until all in the class have a turn.

Streamer game Have children stand by their seats or in a line in front of the room. Give each child two different-colored streamers. Stand in front of the children and swing your streamers back and forth. Chant, "Red, green, red, green." When you stop, children must hold up the streamer of the last color you chanted. Those holding the wrong color are out of the game. Continue the game until there is only one member of the class left standing. Winner gets to lead next chant.

Art

Footsies Have each child place a foot on a large piece of construction paper; then draw around it. Have him develop this outline into an imaginative animate object. Display these works in a special interest corner.

Songs

Young children especially love to sing songs from popular musicals. Usually, enough children know the words to the following songs to help the others along. Try some of the following: *Supercalifragilistic-expialidocious*, *A Spoonful of Sugar*, and *Do, Re, Mi*.

German Children's Game

GREEN, GREEN, GREEN

Green, Green, Green, who is wearing green today?

Green, green, green, oh, I am wearing green.

I am wearing green today. Look at me and you will say,

Green, green, green, you're wearing green today.

Have children select a color to sing about. All children sing the first line. But only those wearing the color chosen sing the next three lines. When finished with the song, choose another color.

After selecting the activities you think will be most effective, give them trial runs. And don't forget to try some of those you might think are only so-so. Don't hesitate to experiment. The results may prove to be some of your best!



Especially for

Substitute Teachers

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DARLA SHAW
Professional Substitute
Ridgefield, Connecticut

- **Follow the dots** If you find the class is weak in multiplication, distribute dittoed sheets using the products from two sets of tables. The numbered dots can be arranged in either abstract or concrete designs. Ask students to use two colors of crayons or felt pens to trace dots so individual comprehension of each multiplication table is clearly visible and easily checked.
- **Columbus's log** With a minimum of orientation in log terminology, format, and verbiage of the period (which you can supply), able students can write a page in Columbus's ship log. Otherwise, it can be a group project. Assign a set of days before October 12 or only that day. An offbeat assignment raises children's opinions of a substitute.
- **Halloweenies** Relieve the day's pressures by introducing "thinking riddles" dealing with elements of Halloween. What do you call a witch with a pumpkin for a head? (witchkin) Where do ghosts live? (bootels), and so on. Sometimes the best riddles come from putting heads together.
- **Oral outlining** Practice the fundamentals of outlining orally. After children read a chapter from a story or textbook, ask for volunteers to give the Roman numeral title topic. The second child fills in with an A. subtitle, the third child a B., and so on. Responses continue until the available information is exhausted. Record each statement on the chalkboard so the visual outline can be studied and revised. Double reinforcement that cuts paper work for all concerned.
- **Cause and effect** Before the final bell, ask the group to look back on the day's events and analyze several to illustrate effect or cause. (No gym—effect; absent teacher—cause. No spelling grades—effect; everyone did too poorly—cause. Extra music rehearsal—effect; concert—cause).
- **Ratio riot** Look for all the ratios that can be found in the classroom. Students write on large-size cards to display along the chalk tray—the ratio of boys to girls, 7:5; books to students, 6:1; hours in a day to hours spent in the school, 4:1. Discuss ratios. Why express facts in this form? What other way can ratios be stated mathematically?
- **Poetry Day** October 15 is World Poetry Day. Encourage students who finish assignments early to search for country-oriented poems in the library (*My Heart's in the Highlands*—Scotland). The same idea will work for United Nations Week.
- **October** Ask students to find a reason in the dictionary why October might logically follow July as the eighth month instead of being the tenth. Find and illustrate words with the same prefix as October—octagon, octopus, octogenarian, octet, and others. Whom does the month of August honor? Vocabulary building and spelling—all in one activity.

Substitute teachers, student

Those strangers in your classroom are very important to you and your students. Here's how you can work more effectively with them and how they can work more effectively with you.



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How to help your student teacher

By DARLA SHAW

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WORKING WITH a student teacher can be a two-way learning experience in which you learn as much from your student teacher as she learns from you.

Think not? Well, consider what an apprentice teacher probably brings into your classroom:

- Greater familiarity than you have with the latest methods and materials. Don't forget, your stu-

dent teacher is still in college where they have the time to discuss all those materials and that equipment your district only hopes for . . . someday.

- Lesson plans in greater detail than yours. A student teacher's plan, for example, probably includes interesting AV aids. You just don't have time to prepare for them. But she does. It's part of her course of study.

- More knowledge in at least one subject area—possibly an area in which you are not particularly strong. Why? More and more, schools of education today emphasize liberal arts rather than education methods courses.

Do you feel threatened by all of this? If so, stop reading. Being a supervising teacher is probably not your cup of tea. And there's no reason in the world why it must be. If, however, the thought of a bright young colleague with ideas of her own helping out in your classroom intrigues you, read on.

Five guidelines

Hopefully you have a student teacher who is anxious to give you her best—and then some. Your part of the bargain is to reciprocate with solid aid and practical assistance.

1. *Work closely with the student teacher when she conducts a lesson.* Since she will spend many hours preparing, the least you can do is make sure it's not all time wasted. Discuss the lesson with

teachers, your pupils and you

her both before and after she gives it. There are two general procedures you can follow in "observing" your student teacher:

- Take notes of the following areas: Purpose (as stated by the student), concepts that you saw being taught, instructional devices used, weak points of the lesson, strong points, suggestions for improvement and any other areas you think are particularly relevant. Be sure to make a carbon copy of your notes and give it to the student teacher as a progress record.

- Tape record the lesson (when you are out of the room). This permits the student to experience a true teaching situation—for a while she is *really* in charge of the class. Upon completion of the taped lesson, both you and the student teacher can listen to the tape, stopping periodically to make constructive comments.

2. Treat her as a teammate. Once you find yourself with a responsible student teacher with quite a few teaching hours under her belt, treat her as a member of the team, with you as the lead teacher.

As a further "test" of her ability, split your class in half, with you taking one-half of the group and the student taking the other. Each of you should use slightly different techniques to teach the same concepts. Then bring both groups back together for testing. And don't be surprised or hurt if the student's group scores higher

continued on page 154

How to help your substitute

By DOROTHY LEAL

HAVE SYMPATHY for the substitute teacher. She needs it. And while you're at it, take time out to make things a little easier for her. She needs that, too.

You'd be surprised how rare it is for a substitute to walk into a strange classroom and find that the regular teacher has prepared the children, organized the material and left helpful information in readiness for the day when a replacement must take over the class.

How do I know? Well, for most of last year I worked as a substitute teacher. And to say that I spent much of my time "flying blind"—simply because no one thought to leave me a flight plan—is putting it mildly.

There's nothing very complicated about the kind of "helpful information" a substitute needs to do her job effectively. Anything that will clear up her confusion or help her out of a tight spot is more than welcome. For example:

Seating chart. A list of students' names is all well and good—but, remember, your substitute won't be able to link up face and name. Chances are she'll spend a lot of her time playing hit-or-miss with students' names unless you let her know who each child is and where he's seated. And don't forget the class comedian who insists on giv-

ing a false name. A seating chart will scuttle that kind of humor once and for all.

Class rules. If there's one remark a substitute hears time and time again, it's, "But our teacher always lets us do this." Maybe so, but a list of regulations governing such things as permission to leave the room, drinks of water, gum chewing and pencil sharpening will take the guesswork out of it.

Lesson plans. A substitute realizes that if a teacher suddenly gets sick, she won't be able to leave detailed lesson plans. However, your replacement would appreciate some hint of what you're doing, even if it's only a simple outline of the day's usual activities and accomplishments. Don't overdo it, though. Complex plans often confuse more than they help. After all, a substitute—just like any other teacher—needs the freedom to work in her own style while covering the required material.

Special students. I use the word "special" in the broadest sense possible. What I mean is any student whose presence in the classroom affects in any significant way either the substitute or the rest of the class. A list of special students should include dependable chil-

dren, monitors and class officers, if any; youngsters with unusual problems, such as health or emotional irregularities, and students who have music, art or other special classes. Of course, the list will be incomplete without the names of those students who are potential troublemakers—ever though discipline problems are usually discovered without a list.

Class schedule. You'll never know how important a school "timetable" is until you try to teach without one. Just when are you expected to break off your teaching for recess? When do your youngsters have lunch and when do they go home? It's not simply a case of getting the children to the right place at the right time, although that's vitally important, too. Having a schedule means that the substitute will be able to pace

herself—to press a little more firmly when she knows that time is short or to let the children "brainstorm" a while when she sees there's plenty of time to spare.

School facilities. Ever been in a strange city without the slightest idea of where anything is located? Well, that's exactly how a substitute feels when she enters your school for the first time. The least you can do for her is to let her know the location of such facilities as the auditorium, cafeteria, teachers' lounge and restrooms. If you can provide her with a rough map of the school, so much the better.

The above checklist may sound like a great deal of unnecessary information to leave a teacher who may be only taking over your class for one day. But it's not too

much to ask when you consider that your children are the ones who will really benefit.

Let's put it this way. Many teachers return to class after an absence and find that their class has made no progress—or perhaps has even slipped a bit—both academically and in behavior. The natural thing to do is to point an accusing finger at the substitute.

But it's possible that it's not her fault at all. Perhaps she's just had too many problems to overcome, problems that she could have solved easily if you had given her a helping hand. There's always one way to test this, of course. Start a "substitute folder" and see what happens the next time you're absent.

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How to be a substitute

By DOROTHY LEAL

BEING A substitute teacher may be the farthest thing in the world from your mind right now, but don't count the possibility out. There are all sorts of reasons (none of them necessarily bad) which might impel you to take a substitute's job sometime in the future. And if you don't know what's expected of a substitute—or how you measure up against the demands of substituting—you owe it to yourself to find out.

The first thing a substitute needs is versatility. She must be able to change classes daily and adjust to new situations as well as to different students—sometimes 150 different youngsters a week.

She must also be alert and quick, with a good sense of humor. The ability to think on one's feet, and carry it through with a smile, will pull a substitute out of many a tight spot.

Finally, she must be able to

maintain discipline with love. Without this attribute, the other two become weak. Sincere interest in each student is imperative to a happy classroom environment—and so is discipline.

Just what sort of discipline should a substitute use? The best answer is: That which is most effective for her. But it's important that she do it herself. A principal or counselor should never be called in except for a completely unmanageable situation. Even a mere threat to call in outside help may well end up by turning a class or student away and opening the door for further rebellion.

Tricks of the trade

The one sure-fire way of maintaining class discipline is to make sure that behavior problems don't arise . . . and if you think that's difficult, you're right. But there

are a few tricks-of-the-trade a substitute can use to keep problems down to a minimum.

For example, it's no secret that some children will try to take advantage of a substitute, especially if she has no lesson plans or instructions to fall back on. One way to handle this is to learn the names of all the children during the first hour of class. This may sound silly if it's only a one-day assignment, but when youngsters are aware that a substitute knows their names, they are more likely to be helpful and cooperative.

It's also a good idea for a substitute to ask questions and not pretend to know everything. For instance, the first thing in the morning, if troublemakers are spotted, call them separately and ask them simple questions such as, "Where is the paper kept?" or "Can you explain the class schedule for me?" It may seem trivial, but it makes children feel helpful and trusted and not quite so hostile to this new intruder.

Another tactic a substitute can use at the beginning of the day is either to review the regular teacher's class rules or to discuss the rules that are to be followed while the regular teacher is absent. Then, unless the lesson plans definitely state otherwise, time can be left at the end of the day for an art or music lesson, or some exciting activity the children will enjoy. Time-wasting behavior means no time for special activity.

As important as class discipline is, it's not the basic reason a substitute is called in to fill the breach. Teaching is. The whole point of bringing in a replacement is to make sure that youngsters continue to learn.

It helps tremendously, of course, if the regular teacher has had the foresight to leave a lesson plan. However, a substitute can't count on it—which means that she must be prepared with her own plans: a repertoire of possible activities, and the teaching aids she needs to carry on those activities.

Even if a lesson plan is left, the repertoire can still come in handy

—to be used, for example, if the assigned material is covered before class time runs out.

A substitute never knows which grade she'll be called upon to teach. Thus, the repertoire should include materials for each grade. The most efficient way of handling this is to make up a folder for each grade. The folder should contain at least one possible activity for every subject area, along with any materials needed for the activity. A fourth-grade folder, for example, might look like this:

Reading. Since folktales are usually enjoyed, the substitute can read a few aloud and then follow up with a class discussion. The assignment might be to create an original folktale or to answer questions about the tales read.

Spelling. A quiet assignment is recommended here. A spelling bee is out as it makes for unnecessary noise and confusion—a situation a substitute should steer clear of. Instead, give the youngsters a list of words and then let them do one of three things: make up a sentence for each word; give a dictionary definition, or write a story using all the words.

Math. Flashcards always come in handy, and a good game with multiplication tables can be profitable.

Language arts. Writing a story is always exciting, providing the topic is right. "What I think about adults" or "Who people think I am" often gets a good response. But give the children a choice of two topics, since this allows for more freedom and individuality. After the story is written, let the youngsters exchange papers and grade each other's in class, looking for only three things, such as periods, capitals and spelling. (Incidentally, a substitute should try to grade any work she assigns.)

Social studies. Here, the curriculum may vary a lot, so it's difficult to plan too extensively. One old standby, though, is to involve

the children in a map study of their own state.

Physical education. Circle kick-ball, a game that's easy and fun, is the type of activity that appeals to fourth-graders.

Art. The art project should be something easy to prepare—for example, a construction project like "What's in a line?" (Here, the teacher forms a provocative line with glue and yarn, and the child uses crayons to make something representational out of the formed line.)

Music. A song is always fun to learn, especially if there's a piano or guitar nearby. Your songs should be duplicated beforehand and then given to the children to keep—and sing again—once the lesson's over.

Some subjects—science and foreign language, for example—vary so greatly from one school to the next that it's difficult to plan too far ahead. Even so, activities like simple science experiments can be included in the portfolio if they're enjoyable and profitable.

Perhaps all this seems like too much to ask of a substitute. Nevertheless, if you want to make a go of substituting you will find these suggestions only a foundation upon which to build. For each substitute the goals will vary somewhat. However, there are a few fundamental goals common to all. They can be summed up this way:

- To cover any and all lesson plans left by the regular teacher.
- To review basic facts in basic subjects—although care should be taken not to teach new skills unless so directed.
- To challenge the students to new areas of thinking.

To sum up: Being a substitute can be fun and professionally rewarding. But only you can make it so—by being prepared for the work you've been assigned and entering into it with know-how and zest.

Help the Substitute

ALTHOUGH qualified to hold a regular teaching position, I am now a substitute, and love what I am doing. It has been my good fortune to teach in many schools, in many systems, in every grade from K through 12. But, wherever there is a teachers' room, I have been surrounded by the sympathetic tongue cluckings of the regular teachers on behalf of us "poor substitutes."

Well, one day I'd had it! Clear up to my ears! And so, to the tune of incredulous gasps and outraged dignities, I told some of these teachers that much of their sympathy was wasted, because a good part of a substitute's recognized difficulties was of their own special making. Making a somewhat startled recovery, they demanded to know wherein they had erred, and in words closely related to the following, I explained the substitute's problems, and how they could be solved. Now the heads nodded in agreement. Encouraged by their reactions, I thought perhaps my ideas could help other substitutes.

BEDLAM AND DISORDER?

It has often been said that the burden of a substitute teacher lies in maintaining discipline in the classroom. Somehow or other, her appearance upon the scene becomes the signal for a mass rebellion against prevailing order. Such misbehavior may not be the rule, but it has been persistent enough to form a generality, however unjust. Bedlam and misbehavior need not be part of a substitute's lot. Her day does not have to be spent in scolding, punishments, and trying the principal's patience. It can be rewarding, constructive, and satisfying to herself, the pupils, the permanent teacher, and the school. We can ill afford to waste precious time in school, and nothing is so frustrating as an unproductive day in education.

BABY SITTING VS. LEARNING

Very well, then, how can we avoid some of the disturbances that nag substitute teachers, and replace baby sitting with learning? In my experience, I have found that if teachers and administrators would consider the following suggestions as school policy, we could bid adieu to many of the harassments that dog the substitute's steps.

1. Plan books must contain specific directions and time allotments for each subject area, each day. Textbooks and page numbers should be enumerated. Special duties, lunch period, recesses, and lavatory rules should be filled in under a time slot, as well as opening exercises and dismissals.
2. An accurate seating chart must be available so that each child can be identified by name. This lessens apprehension, and brings on a congenial intimacy between substitute and pupil. It is also advisable to designate the rows by number to avoid confusion and argument.
3. A sheet of special instructions pertaining to the everyday management of the class is also helpful. These would include instructions for taking attendance, lunch count, milk-money collections, pencil sharpening, checking homework, work habits, test giving, marking, and so on. An up-to-date list of the various subject area groups eliminates unnecessary waste of time. It is also best to suggest ways in which free time is to be spent so that the paper supply does not go as the substitute goes.
4. A chart of classroom helpers, their duties, and the time of change conspicuously posted avoids unintentional allocation of chores which have already been assigned.

5. It is also helpful to have a sheet of instructions from the school itself which acquaints the substitute with school policy. Among other things, substitutes ought to know the time schedule of the various grades, signing-in and signing-out directions, civil-defense and air-raid regulations, fire drills, and any other information which will help the substitute in her effort toward a fuller orientation of the school.
6. Extremely important is a short résumé of pertinent personality facts relative to each child in the class, to help a substitute correctly interpret classroom behavior. It is virtually impossible to know what motivates children to act as they do unless one has case histories or cumulative records. Much damage might be done to children undergoing medical treatment simply because the facts were not available to the substitute. Knowing, too, which children can be depended upon, who the troublemakers are, those who require extra attention—slow or gifted—will make considerable difference in classroom relations.

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7. Last, but not least, the regular teacher should prepare the class for a substitute long before the need arises. Children must be told what is expected of them during the permanent teacher's absence, and emphasis must be placed upon respect and good manners in the classroom always. This procedure would be so helpful in bringing about a more co-operative attitude when a "stranger" unexpectedly enters the classroom. I have always felt that forcing performance through punishment is unsatisfactory. Substitutes should not be driven to these methods. The regular teacher will not find it a time-consuming operation to introduce her class to the possibility of a substitute and instruct them in what is expected in her absence.

TO SUM IT UP

The substitute is an integral part of the educational system. At least, substitutes like to think so. Sometimes we feel like puppets going through motions, rather than experiencing the kind of satisfaction that should come from our profession, as teachers.

Even in the least desirable situations—no plans available, unmanageable class, resistance to a new personality—substitutes have a bag of tricks accumulated from the many classes they have covered. More than once these have saved the day; and there isn't a single principal or teacher who wouldn't put himself out to help an inexperienced substitute. This would seem to indicate that many frustrations and much lost time that sometimes follow in the wake of a substitute could be eliminated or reduced to a minimum if the regular teacher and the administration could examine some of the suggestions given here and put them into operation. One thing is certain—we substitutes would love it!